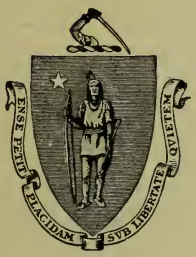
STATE NORMAL SCHOOL

1908 1909

BRIDGEWATER, MASS.

STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS



1908-1909 : : : : : Terms 152 and 153

BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1909

Approved by
The State Board of Publication.

State Board of Education.

Established in 1837.

His Excellency EBEN S. DRAPER.
His Honor LOUIS A. FROTHINGHAM.

		Term expires.
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Frederick P. Fish	Brookline	May 25, 1910
Joel D. Miller, A.M.	Leominster	May 25, 1911
Kate Gannett Wells	Boston	May 25, 1912
Clinton Q. Richmond, A.B.	North Adams	May 25, 1913
George I. Aldrich, A.M.	Brookline	May 25, 1914
Mrs. Ella Lyman Cabot	Boston	May 25, 1915
Albert E. Winship, Lit.D.	Somerville	May 25, 1916

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ETHEL P. WHEELER, Grade IX.
MARTHA M. BURNELL, Grade VIII.
MYRA E. HUNT, Grade VII.
NELLIE M. BENNETT, Grade VI.
JENNIE BENNETT, Grade V.
BERTHA O. METCALF, Grades V., VI.
MARY L. PERHAM, Grade IV.
SARAH W. TURNER, Grade III.
NEVA I. LOCKWOOD, Grade II.
FLORA M. STUART, Grade I.

KINDERGARTEN TRAINING DEPARTMENT.

ANNE M. WELLS, PRINCIPAL.
FRANCIS P. KEYES, ASSISTANT.

[Figures in light face indicate no session.]

. . . 1909 . . .

JANUARY.

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CALENDAR FOR 1909-1910.

		1909.
First term ends	Friday night	January 29.
Second term begins	Monday morning	February 1.
Spring recess begins	Friday night	March 19.
Spring recess ends	Monday night	March 29.
Public graduation	Tuesday	June 22, 10 A.M.
First entrance examination	Thursday and Friday	June 24 and 25, 9 A.M.
Second entrance examination	Tuesday and Wednesday	September 7 and 8, 9 A.M.
School year begins	Thursday	September 9.
Thanksgiving recess begins	Tuesday night	November 23.
Thanksgiving recess ends	Monday night	November 29.
Christmas recess begins	Thursday night	December 23.
Christmas recess ends	Monday night	January 3.
		1910.
First term ends	Friday night	January 28.
Second term begins	Monday morning	January 31.
Spring recess begins	Friday night	March 18.
Spring recess ends	Monday night	March 28.
Public graduation	Tuesday	June 21, 10 A.M.
First entrance examination	Thursday and Friday	June 23 and 24, 9 A.M.
Second entrance examination	Tuesday and Wednesday	September 6 and 7, 9 A.M.

MODEL SCHOOL.

		1909.
School year ends	Monday night	June 21.
School year begins	Tuesday morning	September 7.
		1910.
School year ends	Monday night	June 20.
School year begins	Tuesday morning	September 6.
Recesses	Same time as normal school.	

NOTE. — Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school, address the principal at Bridgewater.

The telephone call of the school is "2–3;" the telephone call of the principal's residence is "2–2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 10, 1908.

SPECIAL COURSE.

Chamichian, Armenag	Central Turkey College	Boston.
Gomez, Galacion	Normal School of Mexico	City of Mexico, Mex.
Harlow, Randolph Leonard	Acadia College	Dorchester.
Heath, Arnold Collamore	Harvard College	Newtonville.
Infante, Louis C.	Lima, Peru, Nor'l School	Huaras, Peru.
Atkinson, Mabel Laura[1]	Teacher	Rehoboth.
Bond, Bertha Alice	Teacher	Carlisle.
Bonney, Helen Munroe	Teacher	Wrentham.
Choate, Elsie A.	Teacher	Peacham, Vt.
Farr, Ella Parker	Teacher	St. Johnsbury, Vt.
Hammond, Grace de Wolfe	Teacher	Georgetown.
Houghton, Alcina Burrill	Radcliffe College	South Boston.
Howland, Laura May	Teacher	Berkley.
Lane, Mary Elizabeth	Teacher	Brockton.
Rickey, Lois Harvey	Emerson College	Stoneham.
Starrett, Alice Gardner	Teacher	Springfield.
Stetson, Elizabeth Luce Frances	Simmons College	Mattapoisett.
West, Helen Kitfield	Teacher	Haverhill.

Men, 5; women, 13.

REGULAR COURSE.

Ames, Edward Wesley	South Easton	Entered	1905.
Frahar, Charles Francis	Whitman	"	"
Pickett, Thomas Aquinas	Bridgewater	"	"
Prario, Henry Trenton	Quincy	"	"
Wheeler, Clarence Arthur	Rockland	"	"
Allen, Miriam Clifton	East Freetown	"	"
Baker, Helena Belle	Marshfield	"	"
Chamberlain, Lillie Mae	Brockton	"	"
Gleason, Marian Elizabeth	Kingston	"	"
Long, Mary Veronica	North Easton	"	"
Small, Ruth Addison	Whitman	"	"
Williams, Adaline Sybil	Taunton	"	"
Chapman, William Harden	East Brewster	"	1906.
Fox, Charles James	Roxbury	"	"
Parker, Martin Pratt	Abington	"	"
Spooner, William Alfred	New Salem	"	"
Tubman, Benjamin Sanford	North Brewster	"	"
Beal, Norma Leslie	Rockland	"	"

[1] Present part of first term.

Pillsbury, Evelyn Bertha	Malden	Entered	1906.
Teague, Ida Etta	Worcester	"	"
Turner, Edith Colman	Assinippi	"	"
Waugh, Edith Lucy	Whitman	"	"
Wood, Florence Davol	Brockton	"	"
Chase, Preston Leigh	East Harwich	"	1907.
Hayes, George Edward	Bridgewater	"	"
Lane, Lester Malcolm	Hingham Center	"	"
Lincoln, Edward Andrews	North Raynham	"	"
Mea, Thomas Lynch	Rockland	"	"
Willis, Nathan Elliot	Bridgewater	"	"
Cagney, Katharine Edith	Bridgewater	"	"
Caplice, Sarah Gertrude	Rockland	"	"
Fallon, Ann Loretta	Bridgewater	"	"
Glennon, Ellen	Stoughton	"	"
Matson, Eleanor Howe	Whitman	"	"
Randall, Regina	Brockton	"	"
Stoddard, Carrie Elizabeth	Accord	"	"
Walsh, Mary Lillian	Bridgewater	"	"
Darling, Harry Carlton	Rockland	"	1908.
Dolan, James Edward	Randolph	"	"
Dunn, Valentine Francis	Rockland	"	"
Early, James Louis	Campello	"	"
McEvoy, Joseph Michael	North Brookfield	"	"
McKinnon, George Linus	Whitman	"	"
Moore, William Fleming	Taunton	"	"
Scully, R. Harry[1]	Pittsfield	"	"
Smith, Russell Bixby	Bridgewater	"	"
Wilbur, Howard	Fall River	"	"
Arnold, Eileen Frances	Brockton	"	"
Denlinger, Katharine Barker	North Weymouth	"	"
Howes, Sarah Freeman	East Dennis	"	"
Hunt, Marion Bancroft	Bridgewater	"	"
Onley, Mary Hudson	New Bedford	"	"
Miller, Elizabeth Tyer	East Wareham	"	"
Ryan, Anna Louise	East Weymouth	"	"
Severance, Evelyn Searles	South Hanover	"	"
Whiting, Esther Martha	Brockton	"	"
Williamson, Charlotte Janet	Brockton	"	"

Men, 26; women, 31.

INTERMEDIATE COURSE.

Anthony, Elizabeth Mary	Boston	Entered	1906.
Bloomstrand, Jessie Linda	Campello	"	"
Donovan, Margaret Ann	Abington	"	"
Glines, Lottie Isabelle	Haverhill	"	"
Magee, Mary Elizabeth	Taunton	"	"
Matheson, Sarah Mae	Provincetown	"	"
Sickles, Vera Abigail	Nantucket	"	"
Simmons, Marion Louise[1]	Kingston	"	"
Smith, Mary Olive	East Walpole	"	"

[1] Present part of first term.

Soverino, Edith Frank	Fall River	Entered	1906.
Sullivan, Irene Mary	Boston	"	"
Webster, Frances Emma	Allston	"	"
Weston, Dora Louise	East Bridgewater	"	"
Callahan, Nora Frances	Taunton	"	1907.
Galligan, Alma Mercedes	Quincy	"	"
Garrity, Marguerite Mary	Abington	"	"
Handy, Emma Louise	Marion	"	"
McCormick, Catherine Elinor	Weymouth	"	"
Merrifield, Viola Louise	Bridgewater	"	"
Turner, Stella Ellen[1]	West Bridgewater	"	"
Varney, Hazel Wentworth	Braintree	"	"
Williams, Mary Emelia	Easton	"	"
Andrews, Ella Cary	Campello	"	1908.
Beattie, Cecilia Mary	Bridgewater	"	"
Faircloth, Catherine Agatha	Rockland	"	"
Hager, Mildred Rich	Somerville	"	"
Hall, Alice Jane	Brockton	"	"
Homer, Eleanor Jean	Winchester	"	"
Kendrick, Jessie Louise	Brockton	"	"
Lee, Mary	Fall River	"	"
Llewellyn, Lois Howard	Rockland	"	"
Luce, Lillian Emerson	Somerville	"	"
Maloney, Sara Louise	Taunton	"	"
Norton, Helen Frances	Bridgewater	"	"
O'Neil, Ellen Margaret	West Bridgewater	"	"
Reavis, Mary Emma	Brockton	"	"
Shattuck, Carrie Elmer	Pepperell	"	"
Shaw, Mabel Haskell	Bridgewater	"	"
Stratton, Elsie May	Oak Bluffs	"	"

Men, 0; women, 39.

KINDERGARTEN-PRIMARY COURSE.

Abbott, Susan Elizabeth	Taunton	Entered	1907.
Arnold, Rachel	Montello	"	"
Corey, Florence Bertha	Plymouth	"	"
Goodwin, Margaret Adelaide	New Britain, Conn.	"	"
Sanger, Marguerite	Hyde Park	"	"
Dustan, Helen Colburn	Worcester	"	1908.
Ford, Matilda Elizabeth	Waltham	"	"
Gurdy, Ruth Cassandria	Rockland, Me.	"	"
Pratt, Edythe	Bridgewater	"	"
Sweet, Helen Caroline	Bridgewater	"	"
Tully, Mary Alice	Campello	"	"
Whiting, Harriet Edna	Bridgewater	"	"

Men, 0; women, 12.

ELEMENTARY COURSE.

ENTERED 1907.

Allen, Inez Vinton	South Weymouth.
Bartlett, Helen Beatrice	Easthampton.
Bean, Edith Kimball	Haverhill.
Brady, Ellen Marie	Taunton.

[1] Present part of first term.

Bragdon, Mary Dennison	Annisquam.
Bragg, Virginia Joseph	Provincetown.
Bric, Alice Veronica	Leeds.
Brown, Hattie Elizabeth	Attleborough.
Burke, Gertrude Myldred	West Quincy.
Burke, Helen Frances	West Quincy.
Burns, Anna Cecilia	Hingham.
Campbell, Isabel	Hingham.
Clifton, Viola W.	Marion.
Connors, Mary Ellen Virginia	Fall River.
Cummings, Etta May	Brighton.
Davies, Marjorie Elizabeth	Ballard Vale.
Davis, Lena Mosher	Fall River.
Drew, Annie May	Taunton.
Dunphe, Marion Hayward	Bridgewater.
Easton, Mabel Frances	Holbrook.
Fearing, Stella Tirrell	South Weymouth.
Ferguson, Ruth Simmons	Atlantic.
Flint, Cynthia Ella	Lowell.
Gifford, Corinne Talmadge	Provincetown.
Graves, Florence Louise	Haverhill.
Haley, Frances Theresa	Winchester.
Hall, Myra Morton	South Framingham.
Hawkes, Annette Kaercher	Wareham.
Heenehan, Florence Maria	Palmer.
Hogan, Katherine Evelyn	Taunton.
Holbrook, Caroline May	Whitman.
Jackson, Sara Everelda	Fall River.
Jenkins, Edith Glanvell	Quincy.
Keefe, Elizabeth Alice	Quincy.
Knobel, Marie Josephine	Walpole.
Lane, Elvira Bertha	Red Beach, Me.
Lane, Helen Holmes	Segreganset.
Lawson, Elsie Mathilda	Brockton.
Locke, Amy Upham	Easthampton.
Lovejoy, Mabel Elizabeth	Quincy.
Mahoney, Agnes Imelda	Palmer.
Mahoney, Martha Eulalie	Norwood.
Mallory, Laura Hilliard	Bridgewater.
McDonald, Mary Elizabeth	Fall River.
McGrath, Alice Mae	Brockton.
McGrath, Mary Ellen	Oak Bluffs.
McNaught, Bertha Ellen	Plymouth.
Merritt, Olga Stetson	Rockland.
Monk, Louie Carlton	South Braintree.
Murray, Ruth Catherine	Fall River.
O'Brien, Margaret Joanna	Hingham.
O'Brien, Mercedes Ellen	West Quincy.
Ordway, Marion Lucille	Winthrop.
Power, Louisa Agnes	Fall River.
Pratt, Isabelle Luther	Middleborough.
Reardon, Agnes Elizabeth	North Abington.
Richards, Elizabeth Anna	Brockton.
Rogers, Muriel Angell[1]	Quincy.
Shortall, Margaret Teresa	Abington.

[1] Present first term.

Smith, Katherine Frances	Kingston.
Steeves, Netta May[1]	Halifax.
Stimpson, Hallie Minnie	Limerick, Me.
Symmes, Ruth Stowell	Winchester.
Thompson, Bessie Marion	Haverhill.
Tilden, Maude Douglas	Cohasset.
Tilton, Bessie Evelyn	Haverhill.
Torreson, Ida Emily	Fall River.
Viden, Esther Johanna	Quincy.
Wellington, Catharine Joy	Waltham.
Williston, Bertha Emma	Fall River.
Woodland, Edith Frances	Fall River.

Men, 0; women, 71.

ENTERED 1908.

Anderson, Mary Gertrude	Ware.
Andrew, Mabel Gertrude	Marion.
Barlow, Elsie	Fall River.
Batchelder, Bernice Ardelle	Reading.
Beatley, Catharine Bancroft	Roxbury.
Booth, Gladys Evelyn	Springfield.
Buguey, Helen Veronica	Huntington.
Cady, Frances Marie	Ashfield.
Coffin, Carrie Louise	Edgartown.
Collins, Sybil Kennison	New Bedford.
Cook, Jennie Gertrude	Milton.
Cumming, Jennie Cook	Quincy.
Davies, Helen Mason	Ballard Vale.
Duffee, Mollie Clarke	Melrose.
Dunne, Elizabeth Agnes	Taunton.
Dupont, Sophia Marie	East Taunton.
Fisher, Grace Darling	Woburn.
Fisher, Helen Elizabeth	Somerville.
Freeman, Mabel Snow	Wareham.
Giles, Amy Elizabeth	Haverhill.
Gray, Mary Isabelle	Hull.
Grovenor, Esther	South Hingham.
Hackelton, Marguerite[1]	Readville.
Harkins, Anastasia Irene	Quincy.
Harrington, Mildred Gertrude	Fall River.
Hart, Elizabeth Gertrude	Fall River.
Henchey, Mary Agnes	Quincy.
Hewett, Ruth Pauline	Bradford.
Hiatt, Ethel May	South Weymouth.
Holden, Eleanor Katherine	Rutland, Vt.
Holland, Mary Margaret	North Brookfield.
Humphrey, Ethel Randlett	Quincy.
Hunt, Helen Jackson	Haverhill.
Hyland, May Elizabeth[2]	Weymouth.
Jackson, Elizabeth	Bridgewater.
Kemp, Ruth	Quincy.
Kennedy, Mary Alice	South Weymouth.
Larkin, Marie Grace	Quincy.

[1] Present first term. [2] Present a part of first term.

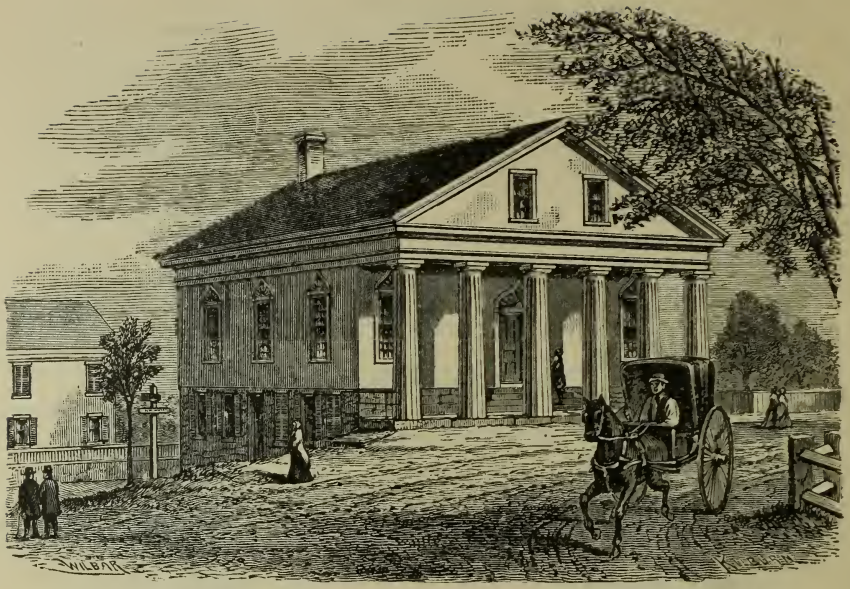
Litchfield, Elizabeth Howard	North Scituate.
Littlefield, Carrie Louise	Sharon.
Locke, Edna Davis	Easthampton.
Lyon, Daisy Stevens	Hyde Park.
Macomber, Bernice Jordan	Hall Quarry, Me.
McGowan, Cora Adeline	Swansea.
Murphy, Anna Gertrude	Fall River.
Porter, Alice Etheldra[1]	Norwood.
Raub, Mary Elizabeth	Dorchester.
Reggett, Helena Mary	Taunton.
Rice, Helen Irene[1]	Wrentham.
Roy, Ethel Violet	Marion.
Russell, Annie Agnes	Quincy.
Seaver, Jennie Williams	Taunton.
Seymour, Mary Elizabeth	Waverley.
Sherman, Emma Jeannette	Fairhaven.
Smith, Bertha May	Haverhill.
Smith, Roberta Webster	Quincy.
Strange, Marion Stevens	Marshfield.
Teel, Maybell Lillian	Walpole.
Thomas, Helen Louise	Fall River.
Thompson, Helen Loring	Halifax.
Twiss, Nellie Lucy	Three Rivers.
Walters, Blodwen Winifred	Quincy.
West, Hazel Althea	Brockton.

Men, 0; women, 63.

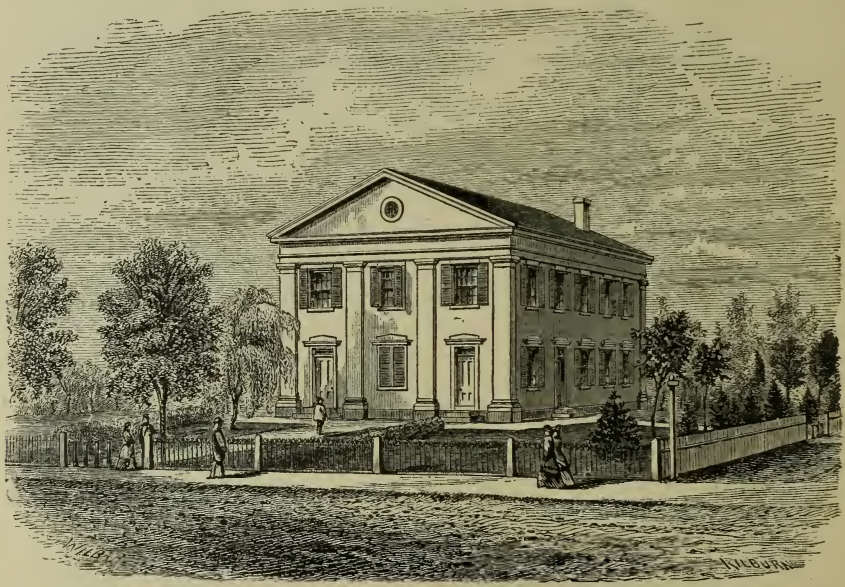
SUMMARY.

	Men.	Women.	Total.
Special course	5	13	18
Regular course	26	31	57
Intermediate course	–	39	39
Kindergarten-primary course	–	12	12
Elementary course: —			
Class entering 1907	–	71	71
Class entering 1908	–	63	63
Number for the year	31	229	260
Number admitted this year	14	109	123
Whole number admitted to the school	1,384	4,482	5,866
Number graduated last year	8	98	106
Whole number of graduates	920	3,002	3,922
Number of graduates from four years' course	172	162	334
Number enrolled in the model school	–	–	445

[1] Present first term.



Old Town Hall, Home of the School the First Six Years.



The First State Normal School Building in America.

Erected in Bridgewater, Mass., in 1846.

Historical Sketch.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. The difficulties which had to be surmounted would have appalled a man of less heroic temperament.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows: —

In 1861 the school building was enlarged, increasing its capacity seventy per cent.; in 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal; in 1871 the school building was again enlarged, increasing its capacity fifty per cent.; in 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students; in 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution; in 1886 "Boyden Park" was purchased for out-door recreations; in 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students; in 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected; in 1904 the new "Albert Gardner Boyden" gymnasium was built.

In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden.

NORMAL SCHOOL BUILDING.

TILLINGHAST HALL. WOODWARD HALL. NORMAL HALL.

BOYDEN PARK.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided.

The average attendance per term for the first ten years of the school was fifty-three; for the sixth decade it was two hundred and forty-five; and for the last six years, two hundred and fifty-eight.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued.

In 1880, by an arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

In 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners.

In 1894 a ninth grade was established in the model school, taking in all the pupils of this grade in the town.

LOCATION.

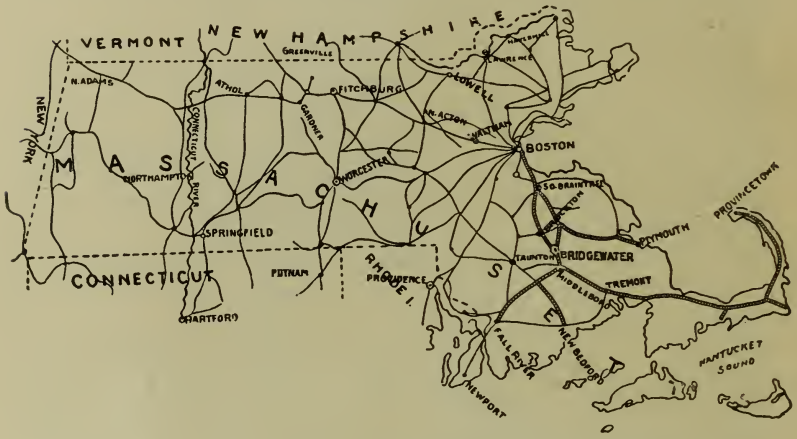
Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about six thousand, is on the Old Colony division of the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.

BUILDINGS AND GROUNDS.

The school building is a massive structure, consisting of three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height. Front, rear and side entrances and ample

corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One third of the building is devoted to the model school, which gives accommodation for four hundred and seventy-five pupils.

In its interior arrangement the building is admirably adapted to its purpose, and is one of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ven-



tilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building, in the same quadrangle, are the three residence halls, — Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

The gymnasium is a new brick structure. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each apartment has a coat room, lockers, dressing rooms and the Hermann class shower baths. On the first floor are a directors' room, a ladies' retiring room, and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical

GYMNASIUM.

training, but also for social gatherings, as an audience room, and as a banquet hall for alumni gatherings.

Boyden Park includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, — making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of nearly two acres, adjoining Normal Grove, serves as an out-of-door laboratory for biology and for school gardening.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching physical and natural sciences.

Physical Laboratories. — In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories. — The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other, for analytical work, qualitative and quantitative, is arranged for work at tables, with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory. — The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual

work at tables. Each room contains three collections of typical specimens, — the working collection, the comparative collection and the classified collection. There is also equipment for microscopic work.

Geographical Laboratory. — This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, modelling boards, productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory. — This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

Elementary Science and Industry. — Two laboratories are fitted up for the use of the model school in elementary science and in the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of the Manual Arts.

Library. — The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete the course of study in the school, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years.

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901: —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL CERTIFICATION.

Candidates must be graduates of a four years' course of study in a high school, or must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education.

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education. — Board of Education, May 2, 1907.

Blank forms for these certificates may be obtained upon application at the office of the State Board of Education. **As far as possible certificates should be brought or forwarded in June.**

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V.: —

I. — Languages.

(*a*) *English.* — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909 is as follows: — Shakespeare's *Macbeth;* Milton's *L'Allegro;* Burke's *Speech on Conciliation with America,* or *Washington's Farewell Address* and *Webster's First Bunker Hill Oration;* Macaulay's *Life of Johnson,* or Carlyle's *Essay on Burns.*

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statements, and marked accordingly.

(*b*) *Either Latin or French.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected.

II. — Mathematics.

(*a*) The elements of algebra through affected quadratic equations.

(*b*) The elements of plane geometry, including original work, both with theorems and problems.

III. — United States History.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

IV. — Sciences.

(*a*) *Physiology and Hygiene.* — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*b*) and (*c*) Any two of the following sciences, — physics, chemistry, botany, physical geography, — provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools.

V. — Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

ORAL EXAMINATION.

The object is to ascertain the candidate's personal characteristics and use of language, and to give an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners.

DIVISION OF EXAMINATIONS.

Candidates may be admitted to a **preliminary** examination a year in advance of their final examinations. Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at the end of this catalogue.)

The English must be reserved for the final examinations.

Preliminary examinations must be taken in June.

Candidates for the **final** examinations should present themselves,

as far as practicable, in June. Division of the final examinations between June and September is permissible, but it is important that the work of the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

If the candidate passes a satisfactory examination in a sufficient number of the subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds. All conditions must be removed before the beginning of the last term of the course.

EQUIVALENTS.

Persons desiring to enter the school who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal. Each case will be considered with the purpose to give all the credit that is due.

SPECIAL NOTICE.

All candidates for admission to the normal schools, except those applying for the special courses and certified candidates, are required to take the entrance examination. Examinations take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) New classes are admitted only at the beginning of the fall term.

The written papers on languages, mathematics, and history come on the first day of the entrance examinations; the papers on the sciences, drawing and music come on the second day.

The principal will be pleased to answer any inquiries which those who are thinking of coming to the school desire to make. Those who propose to apply for admission are requested to notify him of their intention as early as possible; and to state whether they desire a room in the boarding hall. Those who seek admission to the special courses are requested to state definitely what their education and teaching and experience have been, and to present certificates of good moral character and testimonials concerning their work.

Tuition.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb. 1, 1900: —

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

The School Year and Terms.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term. The sessions are from 9 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There is no session of the school on Saturday.

Design of the Normal School.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must

have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and that he must come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The student teacher must think the object of study as the learner thinks it; he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for the purpose of teaching it is professional study.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this analysis the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that **the ultimate object of the normal school is to make the normal student as far as possible an educator.**

There stands before the company of pupils in every schoolroom a man or a woman to whom the eyes and hearts of all the children turn as their teacher. They live with the teacher, they measure the teacher, and gauge their action by what the teacher is to them. The teacher is the controlling force in the life of the school, — the guide, guardian, governor, exemplar, friend and educator of his pupils.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power within himself by his own exertion. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Education as an end is the state in which the person makes the best use of himself, while education in its widest meaning includes all the influences which act upon the person to determine his character.

Second, — **The normal pupil is a student teacher.**

He is to consider his own spirit, purpose, manner and conduct.

the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third, — **The normal student is to be educated for teaching.**

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teacher must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

A course of studies is the means to the teaching and training which occasions the activity that causes the development of the man. The course for this purpose is a series of subjects, logically progressive and adapted to the order of mental development.

THE METHOD.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

The method of study and teaching is objective, inasmuch as the mind must acquire all its primary ideas from the objects of thought when they are distinctly present to the mind.

The method is analytic, inasmuch as the mind must begin its study of the object or subject as a whole, then proceed to the parts, and the relation of the parts.

The students are taught **the method of acquiring knowledge** of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to **present** to the class the results of their study, with criticism by the class and the teacher. After the presentation, the subject is thoroughly discussed in all of its pedagogical and practical relations.

The students are taught **the method of teaching a class** in the subject by teaching them parts of the subject, and, after they have studied the lesson, by examining them upon their knowledge of the method. When they have acquired the idea of the method by this teaching, they are required to take another part of the subject,

study it, prepare the apparatus and illustrations, and conduct the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work. The students observe the teaching of the subjects by the regular teachers in the model school.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon the knowledge of the objects of thought as the basis of expression.

The class exercises, from the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

COURSES OF STUDY.

The school offers six courses of study: —

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate or three years' course.
4. The regular four years' course.
5. A special elective course of two years for teachers of three years' experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades.

First Year.

[Note. — Electives are in Italic.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	2	English III.	3
Vocal Expression I.	2	Vocal Expression II.	2
French I. or German I.	5	*French II. or German II.*	5
Geometry I.	4	Arithmetic	4
Vocal Music	4	Physiology	3
Manual Arts	4	Manual Arts	4
Gymnastics	2	Gymnastics	2
Elementary Psychology	2	Observation in Model School	2

Second Year.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Nature Study	3	Nature Study	2
Manual Arts	3	Child Study	2
Gymnastics	2	Gymnastics	2
Educational Study of Man	10	History of Education II.	2
Observation in Kindergarten	3	Observation in Kindergarten	4
Kindergarten Theory	3	Kindergarten Theory	4
		Teaching	10

Third Year.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
Literature	4	History of Art	2
Kindergarten Theory	4	General History	4
Teaching	15	Kindergarten Theory	4
		Primary Methods	2
		Teaching	10

2. ELEMENTARY COURSE.

The time required for the completion of this course depends upon the ability of the student. It may be completed in two years by an able student, but the range of acquirements demanded of graduates is so wide, and the amount of work required is consequently so large, that many students find it necessary to take additional time. A diploma is given when the course is satisfactorily completed.

Students are urgently requested to consider the advantages of the three and four years' courses.

First Year.

First Term, Junior 1.	Periods per Week.	Second Term, Junior 2.	Periods per Week.
English I.	2	English II.	4
Vocal Expression I.	2	Vocal Expression II.	2
Vocal Music	4	Arithmetic	5
Geometry I.	4	Algebra I.	4
Physics I., Chemistry I.	5	Physiology	3
Mineralogy I.	2	Manual Arts	4
Manual Arts	4	Model School I., II.	2
Gymnastics	2	Gymnastics	2

Second Year.

Third Term, Senior 1.	Periods per Week.	Fourth Term, Senior 2.	Periods. per Week.
English III.	3	English IV. (half term)	5
Vocal Expression III.	2	Nature Study	2
Bookkeeping	1	Geography (half term)	4
Nature Study	3	History of Education I.	1
Physiography	4	Gymnastics	2
History I., II.	4	Psychology II., School Laws	10
Manual Arts	3	Model School IV., alternate three weeks	15
Gymnastics	2		
Model School III.	2		

3. THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advanced studies of the regular course. It

meets the wants of those who desire elective studies, and gives opportunity for more extended practice in teaching both in the model school and in other schools, with better opportunities for employment. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

4. THE REGULAR FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching.

First Year. — Class D.

[Note. — Electives are in italic; minimum, — twenty periods a week.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	French II.	4
Vocal Expression I.	2	Algebra II.	4
French I.	4	Physics II.	4
Geometry II.	4	Chemistry II.	4
Vocal Music	4	Mineralogy II.	4
Manual Arts	4	Manual Arts	4
Gymnastics	2	Gymnastics	2
Elementary Psychology	2		

Second Year. — Class C.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English II.	4	English III.	3
Vocal Expression II.	2	*Latin II.*	4
Latin I.	4	Bookkeeping	2
Arithmetic	5	Botany I.	2
Physiography	4	Physiology	3
Manual Arts	2	Geography	2
Gymnastics	2	History I., II.	4
Model School I.	2	Manual Arts	4
		Gymnastics	2

KINDERGARTEN.

MINERALOGY AND GEOLOGY.

THIRD YEAR. — CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
English V.	4	*German II.*	5
Vocal Expression III.	2	*Greek*	5
Latin III.	4	*Astronomy*	5
German I.	5	*Chemistry III., IV.*	10
Geometry III., Algebra III.	4	History III.	4
Physics III.	5	Manual Arts	4
Zoölogy I.	4	*History of Art*	2
Gymnastics	2	Gymnastics	2
Model School II.	2	Model School III.	2

FOURTH YEAR. — CLASS A.

Seventh Term.	Periods per Week.	Eighth Term.	Periods per Week.
Zoölogy II.	5	*English VI.*	4
Gymnastics	2	*Vocal Expression IV.*	2
The Study of Man, School Laws	10	*Geometry IV., Trigonometry*	6
Model School, IV., VI.	15	*Botany II.*	4
		Zoölogy III.	4
		Geology	5
		Gymnastics	2
		History of Education II.	2
		Model School V.	—

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory recommendations may, with the consent of the principal and the Board of Visitors, select a course from the following studies: —

Required Subjects. — Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation, and a limited amount of teaching.

Electives. — The principles and method of teaching any of the subjects of the elementary or regular courses.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows: —

Required Subjects. — Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation either in the model school or in a large high school, practice in teaching.

Electives. — The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

Courses in Detail.

ENGLISH LANGUAGE AND LITERATURE.

English I. — The elementary facts of language are organized from the teacher's standpoint: language as any mode of expressing thought; kinds of language, — (*a*) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (*b*) conventional language, — sign, oral, written, — with the special uses of each variety and something of its history. Oral and written language considered as the necessary and usual modes of expression: analysis of the spoken word,

to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling; oral and written application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words. Elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades. Students begin to conduct class exercises.

English II — *Grammar.* The facts of sentence construction organized. Constant discussion of the value of these facts (*a*) to the teacher, (*b*) to the general student, (*c*) to children of all grades. Language lessons and grammar compared, — definition, value and place of each in a graded course of study. Class exercises conducted by students.

English III. — A wide course of individual reading; careful study of selected works. Full discussion and frequent themes; practice in speaking and writing in many ways. Composition: development of literary sense; development of appreciation of a piece of English; development of the power of literary expression; unity, mass and coherence, in sentence, paragraph and chapter; description, narration, exposition, argumentation.

English IV. — History of the English language. Poetry, — simple types of narrative, emotional and reflective poems; more elaborate poetical works. Prose, — essays of Bacon, Addison, Lamb, Macaulay. Characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

English V. — Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; lives of authors, to discover their relation to their times; illustrative works of each author read and discussed for the discovery of thought and expression; some attention to prosody and to typical forms of verse, — Anglo-Saxon meters, the sonnet, blank verse, etc. Students prepare topics and questions and conduct class exercises.

English VI. — Individual study of courses elected by the student. The courses, which aim to be intensive, are carried on by means of syllabi, conferences and written reports, leading to a final thesis.

VOCAL EXPRESSION.

The department of expression aims: (*a*) to develop imagination, sympathy, concentration and continuity of thinking in the student; (*b*) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (*c*) to present proper methods of dealing with the vocal interpretation of various forms of literature; (*d*) to teach the student how to arrive at a decision of his own on public questions, and how to give practical oral and written expression to his own constructive thinking; (*e*) to correct defects of articulation and pronunciation and acquire for the student correct and cultured speech; (*f*) to free all avenues of expression, so that thought and feeling may speak through them directly and convincingly.

The course prepares students to teach reading and all related subjects in the public schools; to conduct public meetings, and literary and debating societies; to organize and conduct public entertainments. Finally it aims to develop and unfold in students a realization of that self-control, self-reliance and power which will prepare them for their future duties as members of the teaching profession, and which will also fit them to be citizens of influence in any community.

I. *Reading, Phonology, Platform Speaking.* — Study of the primary elements of thinking in their relation to reading and speaking; pause, phrasing, touch, change of pitch, inflection; elementary sounds of the English language, as a basis for good speech and as a preparation for teaching reading in the public schools; correct breathing, and right production and use of tone; platform speaking, as a means of securing control of the mind and correct carriage of the body.

For the men, special emphasis is placed upon extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; study of scenes from standard dramas, with a view to establishing conversational form, natural movement upon the feet, and freedom from self-consciousness; platform speaking.

II. *Reading, Vocal Culture, Story Telling for Children.* — Logical relation of ideas, modes of emphasis; conditions and qualities of tone; the use of the body in expression; story telling as a

preparation for public school work; one extemporaneous speech prepared for the platform.

For the men, logical relation of ideas, and modes of emphasis in vocal expression; written exercises in exposition, with a view to organization of interests for public address; extemporaneous speaking.

III. — Advanced exercises in voice and pantomime; movement and tone color in vocal expression; one monologue or short story prepared for platform delivery; study and presentation of one of Shakespeare's plays.

For the men, study of the lives of representative orators and typical orations; written exercises, which shall include the formal report, the public letter, the editorial, the eulogy, the commemorative address, and the dedicatory address.

IV. — Elective individual courses; advanced problems in literary interpretation, platform art, story telling for children, visible speech.

For the men, study of principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

MODERN LANGUAGES.

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I. — Elementary and advanced divisions of the class are formed, according to the preparation of the students. *Minimum,* — pronunciation, the essentials of grammar, reproduction, reading of stories. *Maximum,* — reading of *Les Trois Mousquetaires,* conversation, ear practice.

French II. — *Minimum,* — essentials of grammar finished, reproduction, reading of *Madame Thérèse,* conversation, ear practice. *Maximum,* — the finishing of *Les Trois Mousquetaires,* explaining in French what is read; reading of *Le Cid,* with conversation on the text read.

German I. — Object, — to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method, — alphabet, essentials of grammar

as far as the reflective verb, much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Finishing grammar, reading of 150 pages of German literature, ear practice, conversation and story telling.

LATIN AND GREEK.

These subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistolæ* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek. — Object, — to lay a good foundation for the study or teaching of Greek. Alphabet, inflection, exercises, reproduction, translation of the Anabasis.

GEOMETRY AND TRIGONOMETRY.

Geometry I. — Analysis of the subject, to show what it includes and to determine its educational value. Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with simple theorems and practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied to a few theorems. Conducting exercises and discussion of methods, with reference to grammar school geometry.

Geometry II — Teaching of definitions by the students to acquire the art of definite questioning. A study of the axiom in all of its bearings. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in obser-

vational, inventional and demonstrative geometry is considered, special attention being given to the correlation of arithmetic, algebra and geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

Geometry III. — Original demonstrations in solid geometry; problems in application of principles. Methods of teaching, with practice.

Geometry IV. — Plane analytical geometry.

Trigonometry. — Plane, — application in finding distance and areas; use of the transit. Spherical, — applications, as in finding great circle distance, and in calculating length of days and times of sunrise and sunset.

ARITHMETIC AND ALGEBRA.

Arithmetic. — The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers; the expression of numbers, the operations upon and the relations of numbers. The method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

Bookkeeping. — The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Its relation to arithmetic as an application of the fundamental principles of that subject, and the use of bookkeeping in practical life, are emphasized.

Algebra I. — The subject is analyzed, to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II. — A study is made of the principles of the subject,

and of the method of laying out lessons and teaching the various topics. Pedagogical value of the subject; its place and importance in mental development; its practical value in solving problems in arithmetic, geometry, physics and astronomy, as well as its value as a stepping-stone to higher mathematics.

Algebra III. — Quadratics; permutations and combinations; progression; higher series; use of undetermined coefficients; binomial theorem; logarithms. Practice in conducting class exercises.

PHYSICS AND CHEMISTRY.

Physics I. — Qualitative study of the divisions of the subject, — for acquaintance with principles; for training in the interpretation of common phenomena — production of dew, fog, clouds, rain, frost and snow, ocean and atmospheric currents, land and sea breezes, floating of ice, tides, rainbow, twilight, eclipses, echoes, lightning; for the understanding of common instruments, machines and processes, — pumps, siphon, waterworks, barometer, thermometer, heating of buildings, production of artificial cold, use of double walls and windows, musical instruments, sewing machine, steam and gas engines, microscope, electric bell, telegraph, telephone, electric lighting (arc and incandescent). Quantitative work, involving many of the principles previously studied. Usefulness and value of the subject as an instrument of education.

Physics II. — Qualitative work of course I.; more extended quantitative work than in course I. in general measurements and in the mechanics of solids and gases; graphical expression of results: solution of problems; practice in the original preparation and presentation of subjects.

Physics III. — Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; solution of problems: laying out of subjects, preparation of apparatus and teaching by students; collateral reading, and acquaintance with some of the best books on physics; practical applications of principles.

Chemistry I. — Laboratory study of air, fire, water; of alkalis, acids and salts; of common metals and alloys, — to acquaint the students with the important facts of their chemical environment and to show how this knowledge can be used in the related school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing. Ability to use ex-

periments in teaching is sought through conducting and presentation exercises.

Mineralogy I. — Laboratory study of the common minerals, rocks and soils; their characteristics, varieties, uses and more obvious relations; special application to agriculture. Each student is furnished with needed appliances, reference books and specimens. Interesting correlations are made with elementary chemistry, geography and nature study. Uses of mineral bodies in manufacturing and building, and for decorative purposes.

Chemistry II — Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Methods of investigation, conditions of success, ways of recording, probable reasoning; use of reference books; practice in conducting class exercises. Constant pertinent application to related school studies and to the activities of practical life.

Mineralogy II. — Minerals, rocks and soils, — their properties, varieties, classification, and relation to plants, animals and man. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections, to familiarize students with the material to be used in schools. Class discussions, recitations and teaching exercises, to sift the facts, emphasize the essentials, show the meaning and value of minerals in nature and their special application to agriculture.

Chemistry III. — *Qualitative analysis,* — to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique. Study and identification of basic ions and acidic ions, and complete analysis of substances unknown to the student. Use of standard reference books.

Chemical Theory. — Study of standard works for an acquaintance with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy. — Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Chemistry IV. — Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the foregoing lines for thorough study, or typical problems in each of the lines.

BOTANY AND ZOÖLOGY.

Nature Study. — This course includes laboratory and field study of seed distribution and germination, plant growth and habits, the influence of adaptability in competition, the influence of cohesion and adnation in production of seeds, the most common trees, lichens, mosses and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals.

School Gardens. — This part of the course is intended to fit the students to plan and conduct a school garden. To that end the fundamental principles of agriculture are taught, experiments are made and recorded, and each pupil plans, plants and cultivates a small garden.

Botany I. — Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of higher plants.

Botany II. — Cryptogamic plants, — microscopic study of selected types in each division of flowerless plants, to trace the advance in vegetative and reproductive structure.

Zoölogy I. — Laboratory study of animal types; variations of each type in its adaptation to environment; plans of development; classification.

Zoölogy II. — Dissection of sea anemone, worm, lobster, fish, frog, bird, cat.

Zoölogy III. — Field and laboratory study of the life history of ten animals, recorded and illustrated; permanent mounts for the microscope prepared.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up: —

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.

2. Laboratory work, for a knowledge of tissues, structures and processes.

3. The various systems of the body, for (*a*) the essential facts of anatomy, (*b*) the functions of the various systems and organs, (*c*) the fundamental laws of health. Special attention is given to the digestive and nervous systems.

4. Effects of alcohol and narcotics.

5. Foods and food values.

6. A study of the principles of sanitary science, including such topics as (*a*) ventilation and heating, (*b*) plumbing and drainage, (*c*) water and milk supply, (*d*) bacteria in relation to disease, (*e*) contagious and infectious diseases, (*f*) school hygiene.

7. Practice in preparing materials and conducting class exercises. Study of graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, various models and charts, specimens of internal organs, experiments, and the dissection of specimens from the lower animals. The various tissues of the body are studied by means of microscopic sections and lantern slides.

GEOGRAPHY AND GEOLOGY.

I. **Physiography.** — Laboratory exercises and field work, to discover the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections, and prepares class exercises.

II. **Geography.** — A study of man's physical and social environment as determining his activities and development. The following lines of work are taken up: —

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Prac-

tice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work.

An excellent electric lantern, with a good collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts and instruments are constantly accessible to the student.

III. Geology. — Laboratory study of rocks and fossils of different periods; field work on the local geology of the State; reading of the best authorities. Preparation of maps and other material for teaching.

ASTRONOMY.

Observations on the sun, moon, stars, planets, comets, meteors and nebulæ, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History. — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the principles on which United States history is based, and for understanding the conditions that led to the settlement of America.

II. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bear-

ing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History. — The principles of historical development, as derived from the study of the progressive development of human society in the Oriental, Classic and Teutonic nations; use of the historical library in the preparation of abstracts of topics for teaching, these forming the basis of class discussion; preparation of outlines, comparative maps and tables of time; plans for school exercises; practice in conducting discussions; use of historical pictures.

VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.

2. Chorus practice twice a week throughout the students' course. The study of musical form, and the analysis of masterpieces by means of the pianola.

3. A glee club is organized for the ladies, and there is an orchestra for those who play upon instruments.

THE MANUAL ARTS.

It is the purpose of the course in the manual arts, (1) to cultivate appreciation, and the power to discover the beautiful in nature and in the work of the craftsman; (2) to give opportunity for the development of the creative power of the student through constructive and decorative design; (3) to enable the student to acquire some skill in the technique of drawing and in the construction of articles from the more important materials used in the industries. The subject is

studied in its three phases, — pictorial effects, enrichment and construction.

Pictorial Effects. — The study of pictorial effects develops an interest in the elements of a picture: form, value, color, perspective, composition, light and shade, textures. It gives power to express these elements in silhouette, outline and light and shade, by means of the crayon, brush, pencil, pen and charcoal.

Enrichment. — The study of decoration renders familiar the units of design, — geometric, natural, abstract, — and their orderly arrangement for balanced, rhythmic and harmonious effects of form and color. Knowledge of historic ornament is acquired.

Construction. — The study of construction gives a knowledge of form, and the power to express such knowledge through working drawings, both freehand and mechanical.

Industrial Work. — Construction — the study of the best methods of making articles — and enrichment — the study of harmonious decoration — introduce the student to the industries. This subject implies a knowledge of the origin of materials, their refinement for the market, and the commercial value of the product. The student constructs his own designs for the articles to be made, both for their form and for their decoration.

The use of materials of one dimension — *e.g.,* worsted, cord, thread, raffia, reed, cane — involves the processes of braiding, knotting, crocheting, knitting, sewing, embroidery and weaving. Knowledge of these processes and skill in handling the materials render possible the making of mats for the table, for the floor, for plants and for piazza seats; work, waste and lunch baskets; bags for shopping, for books and for work; articles of clothing, both plain and embroidered.

The use of materials of two dimensions — *e.g.,* paper, cardboard, leather, metal, thin wood — involves measuring, drawing, cutting, pasting, covering, lining and assembling. Familiarity with these materials and processes enables one to make envelopes, calendars, toys and games, blotter and note pads, portfolios, boxes and books. Printing, and the covering, repairing and rebinding of books form part of this course.

The use of materials of three dimensions — *e.g.,* clay and wood — involves the processes of modeling and carving and the use of carpenter's tools. Plant and animal forms are modeled from nature;

fables and stories are illustrated; historic ornament is reproduced; and original designs are executed in relief. A study of ceramics is made, and pottery forms are built. The course in the workshop includes instruction in the make-up, care and use of tools; a study of wood and hardware, to insure intelligent selection of materials on the basis of cost and adaptation to the purpose; a study of models, working drawings and specifications, to get clear ideas of the articles to be made and the order of procedure; invention, and the making of independent drawings, to promote individual initiative, discover aptitude and develop taste; and construction at the bench, to conquer difficulties, train the hand and give honest expression to the ideas. Articles needed for use in school work, or by the students for any special purpose, may be made as a part of the work of the course.

I. Elementary Course. — In the elementary course of the school an *introduction* is afforded to the different forms of the manual arts.

II. Regular Course. — In the regular course the full outline is offered in pictorial, decorative, constructive and industrial work.

III. History of Art. — A chronological study of art epochs, giving more particular attention to Greek art of the fifth century and Italian art of the sixteenth century. The study is from the æsthetic and interpretive rather than the historic and technic points of view.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. The initial expense is expected to cover the whole course.

The purposes of this department are: —

1. To aid the student in attaining his highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen his co-ordinative faculties and establish the proper relation between his mental and physical powers.

2. To enable him to detect the sense deficiencies of children, to recognize the faults of posture or growth and prevent the abnormalities of the sitting and standing positions characteristic of the schoolroom.

3. To furnish him with means to improve and preserve the physical integrity of the pupils entrusted to his care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) Practical talks on personal hygiene. (2) A study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Instruction and drill in gymnastic positions, movements and exercises. (4) Squad and class drills directed by students. (5) The analysis of plays and games suitable for the schoolroom and school yard. (6) Observation of gymnastic work with children and practice in teaching them under public school conditions. (7) Emergency lessons: checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life. (8) Classic dancing, rhythmic exercises and æsthetic movements according to the Gilbert system. (9) Folk lore dancing. (10) Corrective gymnastics. (11) Anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics. — In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

PSYCHOLOGY AND PEDAGOGY.

I. Elemental Psychology. — The study of the functions of the normal school, to indicate distinctly the principles and the method of the teaching in the school in all its lines of study.

II. The Nature and Scope of the Teacher's Work and his Preparation for its Accomplishment — 1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, to learn why it should be taught, to find its pedagogical value.

3. *The analysis of the art of teaching,* to find definite directions for the practice of the art, considering the special study of human nature; of the individual pupil; the selection and arrangement of subject matter; the presentation of truth; the motives to study; study by the pupils; examination of pupils; object and method of criticism; the teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school; the advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

5. *The study of the principles of government* to find what government is; what government requires in the governor and in the subject; what school government is; the basis of the teacher's right to govern; the end of school government; the motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good home and the good school.

7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.

III. School Laws of Massachusetts.

IV. History of Education I. — The purpose of this course is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

V History of Education II. — The development of educational principles is traced from early times to the present, through a study of institutions, methods and great leaders. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine

elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I. — Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — School hygiene, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.,* defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, introspection, experimentation and discussion.

Course III. — Child study, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested development, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV. — Practice in the model school. After careful observation in a grade to know the children, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

Course V. — Observation and practice in other schools in Bridgewater and in near-by towns, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision. — This course is offered to all men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows: —

1. *Subjects in the Regular Course of Studies.* — Geometry, arithmetic, physiology, English I. and III., biology, vocal expression, vocal music, manual arts, gymnastics, English literature, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.* — This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.* — This includes observation in all grades of the model school; school hygiene and child

study as outlined in courses I., II. and III. of the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, geography, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of historic and current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

REGULAR ATTENDANCE.

1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation, and must continue until all are excused.

3. When a student finds it necessary to withdraw from the school,

he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.

Text-books and Pecuniary Aid.

The use of text-books in all the studies is free.

The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses, and who stand well in their studies; but **this aid is not furnished during the first half year of attendance**, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

A loan fund, at present amounting to over $800, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

Graduation, Employment.

The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites: —

1. He must have competent ability, as shown by his personality.
2. He must have good morals.

3. He must have passed satisfactorily the examinations in the prescribed course of studies.

4. He must show the ability to teach and govern in his practice work.

Scholarships for Graduates.

There are four scholarships at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the regular course is given both at Harvard and at Radcliffe.

Register of Graduates.

A record of the post-office address of each graduate, and what he is doing, is kept, that the principal may communicate with him promptly, and aid him to better positions. The graduates of the school are in quick demand. During recent years the majority of the graduating class were engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

WOODWARD HALL. TILLINGHAST HALL.

Visitors and Correspondence.

The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.

Residence Halls.

Mrs. Ida A. Newell, Matron.
Mrs. C. H. Bixby, Assistant Matron.
Miss Rose E. Judge, Resident Nurse.
William S. Gordon, Engineer.
William Moore, Superintendent of Gymnasium and Grounds.

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

Normal Hall includes the offices, reception and reading rooms, the dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by gas and electricity, and thoroughly ventilated. The rooms are furnished with single beds. The reading room is supplied with newspapers, periodicals and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include **table board, heating, lighting, laundry and service.** The aim is to make these expenses not more than eighty dollars a term for each young woman, and not more than eighty-five dollars a term for each young man. The young women take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The price of board for a period less than one quarter, or ten weeks, is four dollars and twenty-five cents per week. No deduction in the price of board is made for an absence of less than one week.

In the assignment of rooms precedence is given to those who have been longest in the school. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, **at the beginning** of the term; and the same amount by each **at the end of ten weeks** from the beginning of each term. These payments are required to be **strictly in advance.** The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices. All school bills must be paid before a diploma is granted.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name. The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing $500,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include a square of nearly four acres, on which are the buildings, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of nearly two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use.

It has a library of 10,000 volumes in the different departments.

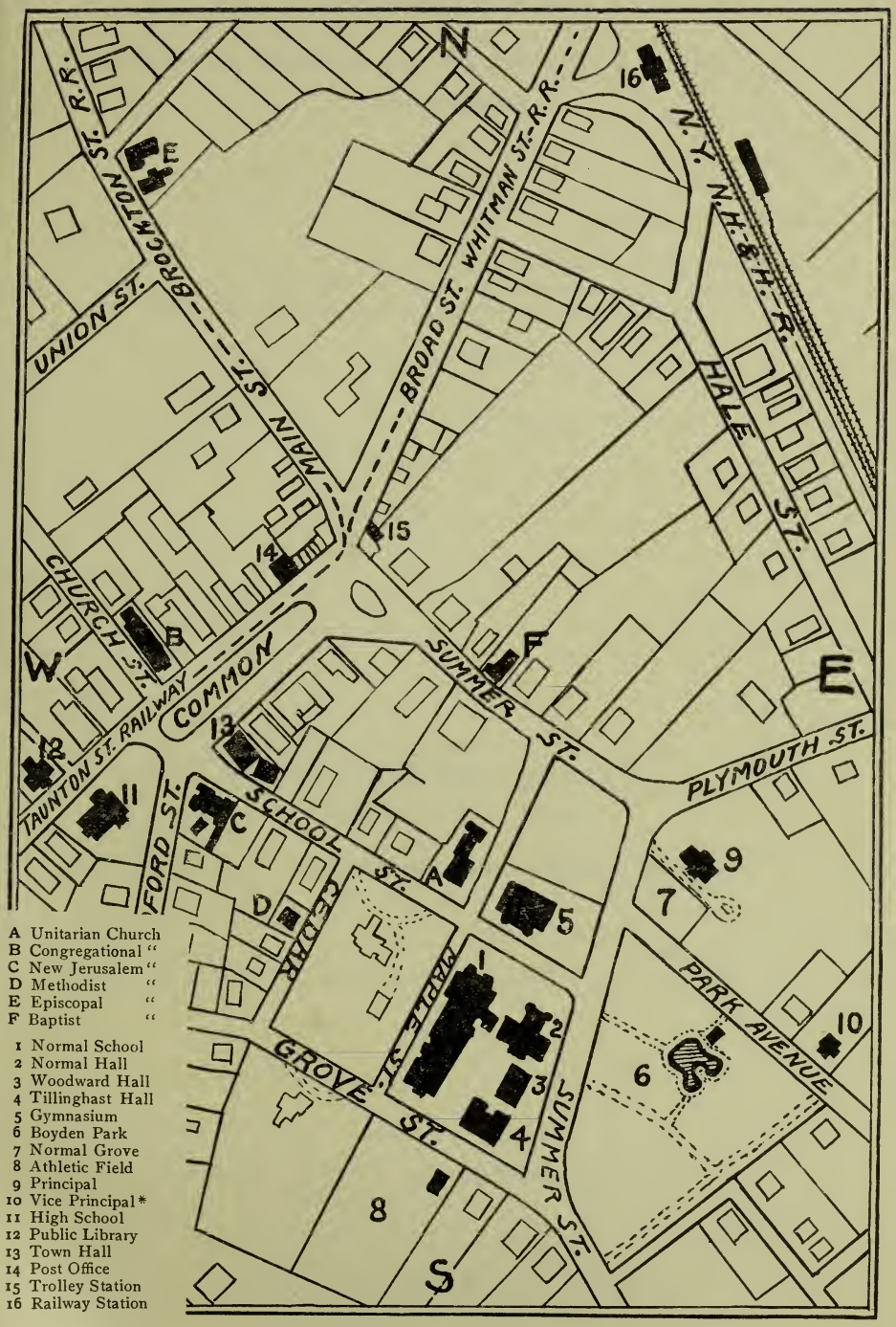
It offers six courses of study, the product of sixty-five years of experience.

It has a practice school of nine grades and a kindergarten. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.



A Unitarian Church
B Congregational "
C New Jerusalem "
D Methodist "
E Episcopal "
F Baptist "

1 Normal School
2 Normal Hall
3 Woodward Hall
4 Tillinghast Hall
5 Gymnasium
6 Boyden Park
7 Normal Grove
8 Athletic Field
9 Principal
10 Vice Principal*
11 High School
12 Public Library
13 Town Hall
14 Post Office
15 Trolley Station
16 Railway Station

* Office discontinued.

STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.

Certificate Required for Admission to a Preliminary Examination.

_____ 1909.

_____ has been a pupil in the

_____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

Group II._____ Group IV._____

Group III._____ Group V._____

Signature of principal or teacher,_____

Address,_____

STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M_____

is a regular graduate of a four years' course of the_____

_____ High School.

Average standing in studies is_____

Average standing in conduct is_____

Any additional information may be given by personal letter.

_____ *Principal.*

_____ 1909.